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ABSTRACT

A study was conducted to determine if a disparity exists between the familial and occupational attitudes of women in typical and atypical careers. Questionnaire responses of 225 undergraduate women in three typical careers (home economics, nursing, and elementary education) and three atypical careers (engineering, pharmacy, and agriculture) supplied data for analysis. The questionnaire was divided into background, and attitudes toward career and career choice, achievement, marriage and family, and significant mates. (The development of each part is discussed in detail. Information relating to a description of the sample is described as well as a detailed analysis of the significant findings.) Differences that were found have implications for career guidance procedures available to young women. School guidance counselors played an insignificant role in influencing the career choices of both groups. The large number of women either changing fields while in college or making career choices after leaving high school also indicate the need for greater emphasis on career guidance at the college level. Evidence of sex stereotyping of women into traditionally female roles by friends, family, and society is confirmed by the study. The questionnaire is appended. (TA)

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A Study of the Familial and Career
Attitudes of College Women Enrolled in Typical
and Atypical Programs

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CHAPTER I

INTRODUCTION

Women today are changing roles and losing their stereotyped role models. More women are working today than ever in the past. Vatter (1974) sighted the increasing levels of female labor in the economy between 1940 and 1970. With today's standard of living and inflationary prices, women are no longer working for extra money or petty cash, they are working out of economic necessity, or for job satisfaction.

Women are gaining their rights as separate, independent individuals. The gaining of equality equips with it the gaining of responsibilities. Women now must be able to support themselves and their families. Most women in our society will work at payed employment outside of the home at some time in their lives.

What employment opportunities will be awaiting them and will the women be educated and equipped with the skills necessary for these professions? A number of women are choosing careers which have been occupied predominantly by males for a number of years. The increased employment in these programs are slight and gradual (engineering, accounting, computer technology) Boyer (1973). Change is taking place, women now have a broader sphere of professions from which to choose. No longer must they be content with homemaker, nurse or teacher. Choice is now a feasible fact in any chosen occupation at least by law and

hopefully will come social exceptance by males and females.

Who are the women being attracted into these non-traditional professions? Do they differ in their familial background, career dedication, level of achievement, orientation, self esteem, future marital status and personal familial attitudes from women choosing traditional careers? Does this hold any implications for counseling and guidance for women choosing their intended fields of study. This is a most basic and relevant subject for women educators and counselors.

Procedure for Resolution

The research approach to the problem included collecting and analyzing data to determine if a disparity exists between the familial and occupational attitudes of women in typical careers and the familial and occupational attitudes of women in atypical careers. A questionnaire was used to collect data from undergraduate female students in typical careers (home economics, nursing, elementary education) and undergraduate female students in atypical careers (engineering, pharmacy, agriculture).

Objectives of the Study

The following list of objectives comprise the major focus of the study:

1. To identify familial and occupational attitudinal differences between women in traditional and non-traditional careers.
2. To use any significant findings as a basis for recommendations on career guidance for women.

Hypotheses

The following hypotheses are made concerning the study:

1. Women in non-traditional fields are less likely to enjoy domestic activities or rate them of high importance.
2. Women in non-traditional careers tend to marry at a later age or not at all, and if they marry they tend to have fewer children if any.
3. Women who choose masculine occupations tend to have masculine values, greater dedication to their careers.
4. Women in traditional careers are more family oriented, concerned with selection of a mate and marriage after college.
5. Women in traditional careers have a high need to help others and preferred working with people rather than things.
6. Women in traditional fields identified with the female stereotype resulting in lower level of self-esteem.
7. Women in traditional fields were more highly influenced by others, particularly their family, rather than themselves.
8. Women in traditional fields believed significant men in their lives held traditional "beliefs" concerning sex role.

Definition of Terms

1. Atypical field of study - is a field of study that is male dominated and has been stereotyped as a male profession; such as Engineering, Pharmacy and Agriculture.

2. Typical career - is a field of study dominated by women and currently stereotyped as a female profession; such as Home Economics, Nursing and Elementary Education.
3. Traditional career - as defined for women is a career that women have traditionally been dominate in and that women are expected to major in.
4. Non-traditional career - as defined for women is a career that women have not been a dominate influence in or has not traditionally been chosen by women.

Limitations of the Study

The study has an expected return of 75% of the questionnaires which is a considerable return for the student population at the end of a spring semester.

The major limitation of the study is the selected three fields of study from the traditional careers and the three fields of study from the non-traditional. A comparison is to be made from these select groupings which does put a limit on the objectives of the study, which were to compare the attitudes of college women enrolled in typical female fields of study with those in atypical fields of study. When comparing the results and making any conclusions from the study this limitation should be kept in mind.

The design of the questionnaire had some limitations in that the responses were of the check-list type and could not express the full meaning of the students. There was also the possibility for a misinterpretation of some questions. Precautions were taken to prevent as much of this as possible through preliminary testing and redrafting of questions along with addition and subtraction of questions.

There are also other environmental, social and familial influences that affect women's occupational and familial attitudes that are not covered in our questionnaire, but that are very significant in the information of attitudes.

CHAPTER II

REVIEW OF PROFESSIONAL LITERATURE

Women have gained the lime light in media, literature, and studies. They are the repressed, silent majority that is presently speaking out, airing their repression and voicing their need for freedom of choice in their social personal lives, as well as their professions. Young women are questioning their destiny as mothers, wives, and careerist. Now that choice is being made available, young women's attitudes are changing toward marriage and child bearing. Many young women are choosing to marry but not have children. Some are choosing to have children but not marry, the single parent. Others are opting for career only. Are these women who are deviating from women's traditional role an irrelevant speckle of minority or will they be a growing forceful number in our changing society?

Kirklin (1974) supported the contention that marriage and possibly motherhood are major goals for women relative to educational considerations. The women who are choosing a non-traditional career do they have the same or different attitudes toward their career and marriage? Are marriages and motherhood their major goals relative to their education? Are these young women different in any way socially, mentally and psychologically from the women in traditional occupations?

Our present system in evaluating women according to sex-typed prejudice stereotypes has cost women prestigious and remunerative jobs.

Those women who did succeed had to be brighter, more talented and more specialized than their male co-workers. The atypical careerist is going to be in this tight competition, thus in order to succeed must they be outstanding in a "masculine" definition? Mednick (1973) stated that these women needed greater dedication than "male" counterparts since their field is "male."

Many studies seem to point out that women in atypical careers are "more masculine." They tend to prefer working with "things" rather than people. Their values seem to be different, valuing prestige, the job as a fulfillment, high income, special abilities, and contact with fellow co-workers (Angrist, 1972). They were stated to be more independent and assertive (Yu, 1973).

Working in the community, being part of a religion or joining a sorority were not high priorities. Socialization and significant other influences did differ from the typical women. Family and peers were not as influential in their career decision as were teachers, professors and people in the occupation (Almquist, 1970).

The atypical women seem to be influenced or identify with a significant male, possibly her father, although in a study by Patrick (1973) it was found atypical women did not identify more with their father than their mother. Both parents of atypical females did have higher expectations of achievement for their daughters.

A working mother was found to be in many studies very influential in providing a role model. As the findings of study done by Almquist & Angrist (1970) seem to illustrate fully 50 percent of the non-career oriented women in their study did not recall that their mothers had ever worked. Only 22 percent of the career salient women had mothers

who were never employed to their knowledge. Among students in their study whose mothers were currently working, the mothers of career salient women and atypical choices are more often employed full-time. Atypical choosers are nearly twice as likely as the typical choosers to have an employed mother.

Having a working mother would reinforce career oriented girls who come from less conventional homes (Angrist, 1972). Society's view of women as solely housewife and mother is not reality to the women with a working mother. The atypical women is less likely to enjoy domestic activities or to anticipate that child care, contact with parents and homemaking tasks will be important to them. Creative professional women reported some or strong marital conflict and displayed maternal love and care in a lesser degree (Yu, 1972). The creative professional women also married later in life and believed significant men in their lives showed little disparity between their conception of male and female roles (Goldman, 1973). Almquist and Agrist (1970) also noted that non-married women are more likely to have occupations ranking higher in occupational status.

Although the atypical women tended to be non-traditional in their values and attitudes toward their occupations and their families, as well as their personal views toward family marriage and intended life goals, their level of self-esteem and fear of success did not differ from the typical women. Atypical women had just as high fear of success, believing success would lead to negative consequences related to their sex role. They also did not express belief in their own power (Patrick, 1973).

In terms of their career, atypical women expressed a greater commit-

ment to their fields. Their planned career and preferred career were the same. This was not so for the women in typical careers. Also these women were more likely to change their major in college to their planned and preferred careers.

Achievement need and a sense of competence was related to a non-traditional career choice (Hanley, 1974). This may be a most significant reason for the atypical women perceiving her career in terms of self-fulfillment rather than financial need.

Independence, achievement need, self-assertiveness, and self-fulfillment may be some of the reasons for the findings in relation to social class. Women from the middle class held more traditional careers. While the women in non-traditional careers, or the atypical women tend to come from a low income bracket less than \$4600 or in a higher income bracket over \$15,000 (Witkin, 1973). The middle class as a whole tends to hold more traditional views toward the rearing of children, religion, and family as well as more rigid stereotyped sex roles.

The atypical chooser as portrayed by the review of literature is the innovator for women who may decide or have considered a career in the dominant male job pool. The jobs are higher paying in this realm and more career oriented. They can be the most challenging and interesting to a young woman. At present, dominant "male" careers are more prestigious and do encompass a broader range of career opportunities and talents. But a women's values are probably the most important determinant in a women's career choice. A woman in direct competition with a man must, as the male, make her career her life goal.

Traditionally, women have made marriage and family their life goal. The traditional careers are structured to be versatile enough for a woman

to have a career and a family without detracting too much time and energy from her family. Bugliarello (1974) in her article on women in engineering was encouraging women to enter the field. She emphasized if a woman had a desire for children and a family that she return shortly after delivery to keep up her role as a professional. She also emphasized that women who had the proper qualifications and wanted a job must realize they are competing with men. They must do so on an equal basis with men sticking with their professions and not quitting two years after they are hired for a family. This has been a significant reason for job discrimination.

It is very significant for a women choosing an atypical career to be honest with herself, weigh her values and see where her interests lie and plan her life goals accordingly. The traditional women or the woman going into a typical career has it a bit easier. She has no path to pave. She is a part of a profession dominated by women and since she is raised by a stereotyped society, she has the "female" qualities for the job. The question to be researched is how do typical women differ in their value orientation from women in atypical careers.

The traditional woman identifies with the female stereotype according to research by Spaulding (1973). She has a high desire to help others and prefers working with people rather than things. Nurture, affiliation and intraception are her higher needs, as are reflected in her career choice Nursing, Home Economics, and Elementary Education. Typically, male needs for achievement, exhibitionism and dominance are lower for the traditional women. Women in typical careers are influenced more by the wishes of others rather than themselves, especially their parents, teachers, counselors, as well as the media, ladies magazines and news magazines. Because society devalues the

feminine role, many women who choose traditional careers have medium to low levels of self-esteem (Angrist, 1970). Although atypical women were not found to have higher self-esteem, Sham (1974) also found the traditional women had a lower level of ego development.

Other research indicated that typical women married younger right after college, possibly to suit their parents idea of success (Almquist and Angrist, 1970). Typical women were also affected by their parents views on marriage, having children and raising them (Hanley, 1974). Significant males in their life held "traditional beliefs" concerning sex roles (sharply defined male and female roles) (Goldman, 1973). A study by Almquist (1970) showed the non-careerists goal was to center her life totally on her family. She is concerned with selecting a mate and is engaged in her senior year. Her occupational choice represents a practical means to achieve security. Women who perceived themselves as similar to homemakers were not career oriented (Richardson, 1975).

The typical woman in a traditional career meets society's stereotyped role for her, she comes from a middle income family between \$6,000 and \$15,000 (in 1973) typifying middle America's sex and role stereotypes. While typical women fulfill their parents ideas of success, as well as society's, the media, her peers and relatives. Women in general, found a discrepancy between their preferred and their planned occupations (Hemall, 1975). The homemaker is motivated to achieve for the sake of approval (Patrick, 1973). "Woman's lives center around a cluster of significant others whose ages, stages and functions in life radically mold the women's own existence" (Angrist, 1969). Almquist (1970) found that community activities and being part of a sorority were sig-

nificant to the traditional career woman. This can be seen in the emphasis for community participation, organizations and clubs in middle America for women especially homemakers.

The differences between the traditional, typical women and the atypical, non-traditional women have been stated and discussed as taken from numerous sources. The differences seem to sharply divide the two groups, but there were definite similarities. The most distinguished was their similar sex-role attitudes and their desire to combine family and career goals in a two-role model (Mednick, 1973). A study by Angrist (1972) found both groups desire to marry and have children and most expect to work at some time in their lives. Both stress the centrality of family life, yet they wrestle with its determinacy in their future hopes and plans. There were also no differences between dating frequencies or romantic male/female relationships (Hanley, 1974).

Whatever career choice typical or atypical these women are of the female sex, raised in a sexist society. The root of our vast society is the nuclear family where a person finds emotional support and security as well as fulfilling any physical, material needs. Men as well as women desire this support and security. Women in the labor force working on an equal basis with men, will no longer be the major influence in the home and with the children. The man will have to enter this domain, with both sexes equally sharing the workload and dividing the rewards and pressure of both home and work domain. Men and women should both be able to develop to their fullest capacity and have an equally rewarding relationship as well as life.

Women now have the freedom of choice to pick either a typical or

atypical career. Having the freedom to choose is the greatest reward. Either career can be both rewarding and fulfilling to women. Women must become aware of their career possibilities and aware of their own talents, choosing their career accordingly. Women must also weigh their values and their interests while choosing a profession. At present the professional, dedicated careerist has no choice but to spend less time with her children and home. Hopefully in the future good to excellent day-care will be made readily available close to the parents' work so that both parents could work and know their children were in competent hands.

CHAPTER III

METHODS AND PROCEDURE

Information was needed from undergraduate women in typical and atypical fields comparing their familial and occupational attitudes. A questionnaire was designed and simplified to facilitate transfer of the answers to computer. It allowed the respondents to choose one answer from a selection of choices. This format enabled recipients to complete the questionnaire in a relatively short period of time. The questionnaire was divided into Background, and Attitudes toward: career and career choice, achievement, marriage and family, significant mates. The development of each part will be discussed in more detail.

Background: The background material with general information about the student answering the questionnaire included major field of study, semester standing, age, current QPR, marital status, and the highest educational level of the father and mother. This data was desirable in order to gain a more comprehensive picture of the sample and to single out certain segments for analysis.

Career Choice: Attitudes were projected in this section of the questionnaire toward career choice. The time the career choice was made and the influences upon this choice were asked in order to provide information relating to who was most significant in their career choice. How long this career choice had been made facilitates maturity of their decision and possible influence of their decision. General attitudes were questioned toward their field of study, dedication toward their

chosen field, whether they had changed their field while attending the University, projected success in their future occupation as well as their projected higher educational attainment.

Achievement and Orientation: Personal attitudinal questions directed towards achievement orientation, self-esteem and importance of community church or other social organizations were formulated in this section. It was desirable to postulate the female students motivations and need for achievement, also to observe any significant differences between the typical and atypical students desire to achieve and their level of self-esteem. Also questioned in this section were their parents expectations for these achievements. This question was formulated to compare their personal expectations for achievement and their parents. Analysis will be made to determine the degree of influence their parents had on their personal achievement goals if any.

Marriage and Family: These questions were related to attitudes towards marriage and homemaking tasks, and child rearing. Also included in this section were their attitudes towards a career and family, and a significant males attitude towards career and marriage or how they perceived this attitude. This section was very significant in our study to show if there are any changes in womens' attitudes toward career and marriage in 1976 and if there is any significant differences between the women who have chosen atypical or male fields and women who are in typical or female nuturing careers.

Formulation of the Questionnaire

The questions were formulated after a general review of the literature surveys and their findings along with our own general hypothesis and purpose for the survey. The survey was designed to compare familial

and occupational attitudes of college women enrolled in typical female programs of Home Economics, Nursing and Elementary Education with those in atypical programs of Engineering, Pharmacy, and Agriculture. A preliminary questionnaire was designed and then administered to several random female undergraduates in Sociology, English, and Home Economics. This facilitated a revision of the questions to insure clarity and general purpose.

After this preliminary questioning, revisions were made of the questions and twenty-eight questions were chosen for our questionnaire out of an original total of fifty. These questions were tested on a sample of ten undergraduate female students in various fields of study including Home Economics, Sociology, and English. The students indicated any questions that needed to be clarified and were asked their opinion of the questionnaire. This information received from the students was used to make additional revisions.

A cover letter was developed and attached to the final questionnaire explaining the purpose of the study and requesting the students cooperation in completing the study.

Selection of the Sample

The most recent listing of undergraduate students in the six major fields of studies chosen for our study were obtained from computer listing sheets in the registrars office. Separate listings were obtained from students in the major fields of study listing the students major, name, semester standing, address and sex. The major field listings were in alphabetical order, as were the names of the students on the list.

Fifty female undergraduate students were chosen from each field of study facilitating a total of three hundred questionnaires. A random sample was chosen from each listing. In the typical female field of Home Economics a total listing of five hundred students primarily female facilitated a random sampling of every tenth female. Nursing and Elementary Education were also randomly sampled in this fashion. From six hundred and twelve nursing students every twelfth female student was chosen. The School of Education had a total of seven hundred and seventy-eight students. From the school only K-8 students were chosen, the majority being female and from this sample every seventh female was chosen. Engineering had a total of 1,310 out of this number there were one-hundred female students facilitating every other female engineering students to be chosen for the study. Pharmacy had a total of six hundred and thirty-four students, two-hundred and two were female requiring every 4th female to be chosen for the study. Agriculture had a total of 1,227 students and there were approximately three-hundred female students, thus every sixth female student was chosen from this field of study.

After the random sample of names and addresses were collected, three-hundred questionnaires were sent. A cover letter indicating a return date of two weeks after the mailing was included along with a self-addressed stamped envelope for the convenient return of the questionnaires. The students who had not returned the questionnaire a week after the deadline were sent a letter asking if the students had received the questionnaires and requested the completion from those who had not as yet returned them. Any questionnaires that were sent out and returned without reaching the recipient due to a change of address, were followed up by sending out a new questionnaire to another women in that field so that there were a total of three-hundred questionnaires mailed.

CHAPTER IV

ANALYSIS OF THE DATA

Data was collected for the purpose of determining if a relationship exists between the familial and occupational attitudes of women in typical and atypical occupations. The responses of 225 undergraduate women in three typical careers, Home economics, nursing, and elementary education and three atypical careers, engineering, pharmacy and agriculture, supplied the data for the analysis. The first section provides information relating to a description on the sample. It is followed by a detailed analysis of the significant findings.

Description of the Entire Sample

Background information was obtained from each respondent relating to their major, semester, standing, age, QPR, marital status and their parents highest educational attainment. The following analysis is made concerning the total sample.

Major. Three fields of study were chosen from the typical female careers of nursing, elementary education, and home economics. Engineering, pharmacy and agriculture were chosen as atypical careers. Of the 225 students responding to the questionnaire 43 majored in home economics, 41 in nursing, 40 in elementary education, 33 in engineering, 39 in pharmacy and 34 in agriculture.

Semester. Fifty-three of the students were freshmen, 41 sophomores, 66 juniors, 57 seniors and 8 graduate students. The greatest number of

students being juniors.

QPR. The greatest percentile of students, 32% or 72 students had a grade point average ranging between a 3.0-3.4. Twenty-three percent or 51 students had a 3.5-4.0 QPR. This adds up to a total of 54% or 123 students with a total QPR ranging from a 3.0-4.0. Twenty-four percent or 54 students had a QPR range of 2.5-2.9. And fourteen percent or 32 students ranged from a 2.0-2.4 with a minimal 4% having a QPR below a 2.0.

Age. One-hundred and nineteen students or 53% were under 20 years old. Ninety-nine students or 44% were between 21-25 and 7 students or 3% were over 25 years of age.

Marital Status. Two-hundred and thirteen of the students were single, 11 were married and 1 was separated or divorced.

Fathers Education. Information was requested regarding the highest educational level of the student's father. The largest number comprising 32% had completed high school with no additional studies. Twenty-four percent completed four years of college and a similar number had some post-secondary schooling, but did not achieve a Bachelors Degree. Fourteen percent of the fathers had continued their education into graduate work. Over six out of ten of the fathers just over 60% had completed studies beyond high school. A minimal 2.2% had less than an 8th grade education and 4.4% had finished the 8th grade.

Mothers Education. Forty percent of the mothers had completed high school without further study. Fifty-three percent continued their education after completing high school. Of these 32% completed some post-secondary work under four years, 16% had obtained a Bachelor's Degree, and 5% had done some graduate work. Two percent of the mothers

had less than an 8th grade education, while 5% obtained a grammar school education.

Comparison of "Typical" and "Atypical" Women

A comparative analysis was made of women in typical or traditionally chosen fields of study - nursing, elementary education and home economics with women in atypical or non-traditional fields - agriculture, engineering and pharmacy. The following analysis separates the data into two main groupings and shows a comparison of the typical and atypical women.

Semester. Of the students pursuing a traditional field of study 18% were freshmen or sophomores. Juniors totaled 34% of this group and seniors 31%. Two percent pursuing typical fields were graduate students. Of the non-traditional students, the highest number in their freshman year 32% of the sample, with the sophomore year 20% and the junior year 24%. The senior year held 19% of the students and graduate students totaled 6% (Table 1).

TABLE 1

Semester Standing

	2nd	Sophomore	Junior	Senior	Grad.
Traditional	17%	17%	34%	30%	2%
Non-traditional	32%	20%	24%	19%	6%

Age. Women between the ages of 21-25 made up 51% of the traditional sample. Forty-seven percent of the traditional women were under 20 and 3% were over 25.

Women in non-traditional careers had the largest number in the under 20 bracket, making up 60% of this group. Thirty-six percent of the non-

traditional sample were between the ages 21-25 and 4% were over 25.

TABLE 2

	Age		
	Under 20 Years	21-25 Years	Over 25 Years
Traditional	47%	51%	2%
None-traditional	60%	36%	4%

QPR. The grade point average of the students was questioned for our questionnaire. Twenty-seven percent of the traditional students had a grade point average between a 3.5-4.0. A grade point average between 3.0-3.4 was acquired by 35% of the traditional students. Traditional students averaging a grade point average between 2.5-2.9 made up 22% of the sample. Twelve percent of the sample had a grade point average between 2.0-2.4. A 2.0-0.0 grade point average was held by 5% of the sampled.

The non-traditional students acquiring a grade point average between 3.5-4.0 held 19% of the sample. Thirty percent of the atypical students had a grade point average between a 3.0-3.4. Non-traditional students acquiring a grade point average between a 2.5-2.9 composed 28% of the sample. A grade point average between a 2.0-2.4 was held by 18% of the non-traditional sample. Four percent of the sample had a grade point average between a 2.0-0.0.

Marital Status. Ninety-four percent of the traditional women were single and 6% were married. Of the non-traditional women, 95% were single, 4% were married and 1% were divorced or separated.

Fathers Educational Attainment. According to Table 3, the highest educational attainment of 5% of the typical choosers fathers was an

8th grade education or less. Fathers completing a high school education totaled 37%. Twenty-three percent of the fathers had completed some post-secondary schooling. Fathers graduating from college numbered 23% and fathers having graduate studies totaled 12%.

Nine percent of the non-traditional or atypical fathers had equal to or less than an 8th grade education. The typical students fathers attaining a high school diploma numbered 27%. Post secondary schooling beyond high school totaled 22%. Twenty-five percent of this group were college graduates and 17% had completed graduate studies.

TABLE 3

Fathers Education

	Less than 8th Grade	Grammar School	High School	Some Post Sec.	College Graduate	Graduate Studies
Traditional	2%	3%	37%	23%	23%	12%
Non-traditional	3%	6%	27%	22%	25%	17%

Mothers Educational Attainment. Table 4 indicates that the traditional or typical and non-traditional or atypical mothers had comparable educational attainment. Mothers with an eighth grade education or less comprised a total of 7% in the traditional as well as the non-traditional sample. High school was completed by 42% of the typical choosers mothers and 39% of the atypical mothers. Mothers completing some post-secondary schooling composed 32% of the traditional sample and the same number of the non-traditional sample. Sixteen percent of the traditional and 17% of the non-traditional mothers completed high school. Graduate studies were pursued by 4% of the typical and 6% of the atypical sample.

TABLE 4

	Mothers Education					
	Less Than 8th Grade	Grammar School	High School	Some Post Sec.	College Graduate	Graduate Studies
Traditional	2%	5%	42%	32%	16%	4%
Non-traditional	2%	5%	39%	32%	17%	6%

Change of Field While in College. Twenty-five percent of the typical choosers and 27% of the atypical choosers changed their field of study while in college.

Dedication. The students degree of dedication toward their profession was ascertained. The responses are indicated in Table 5. Strong dedication was felt by 66% of the typical choosers and 54% of the atypical choosers. Thirty-two percent of the typical choosers and 42% of the atypical choosers were moderately dedicated. Little to no dedication was felt by 3% of the traditional and 5% of the non-traditional students.

TABLE 5

	Dedication			
	Very	Moderately	Not Very	Not at All
Traditional	66%	32%	2%	less than 1%
Non-traditional	54%	42%	3%	2%

Career Choice. The time in their lives that the students chose their careers was determined and is illustrated in Table 6. The traditional students who made their career choice while in grammar school made up 12% as compared to only 2% of the non-traditional group. Eleven percent

of the typical choosers made their career choice while in junior high school. The largest number in both groups made their career choice in high school which comprised 46% of the traditional students and 55% of the non-traditional ones. 32% of the traditional and 30% of the non-traditional sample made their career choice while in college.

TABLE 6

	Time Career Choice Was Made			
	Grammar School	Junior High	High School	College
Traditional	12%	11%	46%	32%
Non-traditional	2%	14%	55%	30%

Influence on Career Choice. The students were asked who was most influential in choosing their career and/or occupation. Thirteen percent of the traditional students were influenced by their mothers while only 4% of this group were influenced by their fathers. Relatives influenced 7% of the sample. School and counselors influenced 22% of the traditional women. Thirteen percent of the typical women were influenced by friends. The traditional women influenced by media comprised 12%. Thirty percent of the typical choosers were influenced by others. The others were found to be their individual wants, needs, and talents that influenced their career choice.

Non-traditional students mothers were the major influence on 7% of these women. Nineteen percent of the atypical choosers were influenced by their father in making their career choice. Relatives influenced 4% of the non-traditional women. School and counselors were influential for 15% of the atypical student sample. Seven percent of the atypical students were influenced by friends and 7% by media. Forty-one percent

of the atypical students were influenced by other. The other being mainly themselves. These results are illustrated in Table 7.

TABLE 7

Influences on Career Choice

	Mother	Father	Relative	School	Counselor	Friend	Media	Other
Traditional	13%	4%	7%	18%	4%	13%	12%	30%
Non-traditional	7%	19%	4%	12%	3%	8%	7%	42%

Success in Career. Students were asked their likelihood of success in their chosen field. An excellent chance of success was forecasted by 37% of the traditional women. Traditional women forecasting a good chance of success comprised 47% of the group. Less than 1% of the traditional sample forecasted an unlikely chance of success and 4% a very unlikely chance of success. (Refer to Table 8)

Twenty-seven percent of the non-traditional women forecasted an excellent chance of success and 50% a good chance of success. A fair chance of success was predicted by 16% of the sample and an unlikely chance of success was predicted by 2% of the atypical choosers.

TABLE 8

Expectation of Success in Career Choice

	Very Unlikely	Unlikely	Fair Chance	Good Chance	Excellent Chance
Traditional	4%	less than 1%	11%	47%	37%
Non-traditional	6%	2%	16%	50%	27%

Reason for Pursuing a College Education. The most significant reason the students pursued a college education was questioned. There was little disparity between the traditional and the non-traditional percentile in each category. College as a means of self-fulfillment

was chosen by 84% of the traditional and 81% of the non-traditional students. Less than 1% of the total sample chose to go to college to find a man. The students who did not know what else to do with their life comprised 4% of the sample. A college career to please parents and significant others was chosen by 2% of the typical choosers and 3% of the atypical choosers. A college career as a means to earn more money was the reason for 9% of the traditional women and 11% of the non-traditional women.

Highest Degree. The highest educational degree that the students expected to obtain in their life time was indicated. (Refer to Table 9.) Twenty-five percent of the traditional students expected their highest educational attainment to be a bachelors degree. Traditional students expecting to obtain a master's comprised 68% while projected doctorates were planned by only 6% of the traditional choosers. Less than 1% of the traditional students expected to earn less than a bachelors degree.

Fifty percent of the non-traditional women expected to obtain a bachelors. A master's degree was projected by 31% of the atypical choosers. The non-traditional students who projected a doctorate comprised 18% of atypical sample. An expected 2% did not plan to earn their bachelors.

TABLE 9

Highest Degree Anticipated

	Less Than Bachelors	Bachelors	Masters	Doctorate
Traditional	1%	25%	68%	6%
Non-traditional	2%	50%	30%	18%

Self-Esteem. The respondents were asked to rate themselves on a continuum of self-esteem. Students rating themselves on a very high continuum of self-esteem comprised 21% of the typical choosers and 16% of the atypical choosers. Fifty-eight percent in the typical and atypical samples gave ratings of good self-esteem. Ratings in moderate self-esteem were chosen by 17% of the typical choosers and 24% of the atypical choosers. Very low self-esteem was checked by 4% of the traditional students and 1% of the non-traditional students.

Personal Achievement. The students desire for personal achievement was asked in the questionnaire. According to Table 10, less than 1% of the traditional students had a low to fair desire for personal achievement. Eleven percent of the typical choosers rated themselves as having a moderate desire for personal achievement. A high desire for achievement was held by 48% of the typical sample and 40% a very high desire for personal achievement. Three percent of the atypical choosers had a low or fair desire for personal achievement, 14% a moderate desire, 49% a high desire and 34% a very high desire for personal achievement.

TABLE 10

Desire for Personal Achievement

	Low	Fair	Moderate	High	Very High
Traditional	0	1%	11%	48%	40%
Non-traditional	1%	2%	14%	49%	34%

Women in Administration. The students attitudes toward women in administrative positions was asked. Twelve students felt the question inappropriate and chose not to answer the question. The majority, or 67% of the traditional students and 60% of the non-traditional stu-

dents felt women in administrative positions were someone to admire. Students who had not thought about women in administrative positions numbered 27% of the traditionalist and 36% of the non-traditionalist. Administrative women were viewed as domineering by 4% of both the traditional and non-traditional women.

Career Motivation. Respondents were asked to indicate their main motivation for pursuing a full-time career. Self-fulfillment as a career motivation was chosen by 76% of the typical chooser. Higher income was chosen by 11% of the traditionalist, while the motive to help humanity through a career choice was indicated by 13% of this group.

Self-fulfillment was chosen as a career choice by 70% of the atypical choosers. Higher income was chosen by 16% of the atypical sample. Fourteen percent of the atypical students chose to help humanity as the motivation behind their career choice. None indicate their career motivation was to socially meet males.

Community Activity. The value placed on community participation in church or social organizations was questioned based on a continuum of none to very high. Less than 1% of the traditional women rated community participation at none, 11% valued community participation very little, 44% valued community participation some, 35% a good amount, and 10% very high.

Community participation was not valued at all by 3% of the non-traditional women. Twenty-one percent of the atypical sample valued it very little and 40% valued community participation some. A good amount of community participation was valued by 23% of the atypical sample and 14% rated community participation very high.

Parental Expectations. The parents main expectation for the students achievement was asked of the students. Two percent of the traditional and 3% of the non-traditional students felt marriage was their parents main expectation for them. A substantial number or 11% of the atypical choosers felt their parents main expectation for them was a prestigious career in comparison to 2% of the typical choosers. None of the typical choosers and 1% of the atypical choosers felt their parents main expectation for them was a traditional career. Five percent of both the traditional and non-traditional sample felt their parents main expectation for them was continuing their education. A self-fulfilling life was indicated by the majority of the traditional and non-traditional careerists for their parents main expectation - 53% of the traditional choosers and 47% of the non-traditional choosers. Marriage and career were also widely chosen by the students as their parents main expectation for their lives - 35% of the typical sample and 28% of the atypical sample. Three percent of the traditionalist and 5% of the non-traditionalist felt none of the given choices were their parents main expectation for their life.

Marital Expectation. Students preferred plans for marriage were questioned. Six percent of the non-traditionalist as compared to 1% of the traditionalist felt they would probably never marry. Married students numbered 7 of the traditional sample and 4 of the non-traditional sample. Marriage plans for students while still going to school were made by three of the traditional students and one of the non-traditional students. Thirty-eight percent of the typical choosers and 37% of the atypical choosers planned to marry when they graduate. Marriage 5 years of more after graduation was chosen by

53% of the traditional students and 52% of the non-traditional students.

Future Plans. Students were asked what their future plans included given three choices: career only, marriage and career, marriage only. Ten of the non-traditional students chose career only, 4 chose marriage only and 85 chose marriage and career. Four of the traditional students chose career only, 3 chose marriage only, and 116 chose marriage and career.

Family and Career Conflict. If the student planned on having a family and a career they were asked if they felt any conflict between the two. As illustrated in Table 11, no conflict was felt by 51% of the traditional and 52% of non-traditional careerist. Students who felt some conflict comprised 37% of the atypical chooser and 32% of the atypical choosers. Three percent of the traditional and 8% of the non-traditional students felt strong conflict. Students who had not thought about it comprised 9% of the typical choosers and 8% of the atypical choosers.

TABLE 11

	Family and Career Conflict			
	No Conflict	Some Conflict	Strong Conflict	No Opinion
Traditional	51%	37%	3%	9%
Non-traditional	52%	32%	8%	8%

Number of Children. Students were asked the number of children they planned on having. Students who did not plan on having children comprised 8% of the typical careerist and 13% of the atypical careerist. Fifty-three percent of the typical and atypical sample planned on having one or two children. Three to four children were planned by 35% of the

traditional and 30% of non-traditional choosers. Four percent of the typical and atypical sample planned on having more than four children.

Resuming Career After Having Children. The participants were asked when they planned to return to full time work after their children were born. When the youngest child enters nursery school was the predicted decision made by 22% of the traditional students and 20% of the non-traditional students. Forty-eight percent of the traditional and 34% of the non-traditional students chose to return to work when the youngest enters first grade. The entrance of the youngest child into high school was chosen by 13% of the typical sample and 15% of the atypical sample. A short maternity leave from the job was chosen by 13% of the typical choosers and 23% of the atypical choosers. Students who did not plan to work at all while their children were growing up composed 4% of traditional sample of students and 8% of the non-traditional sample (See Table 12).

TABLE 12

Resuming Career After Having Children

	Youngest in Nursery School	Youngest Entering 1st Grade	Youngest Entering High School	Short Maternity Leave	Do Not Plan to Work
Traditional	22%	48%	13%	13%	4%
Non-traditional	20%	34%	15%	23%	8%

Child Care Responsibility. A question was asked of the students in order to find out their attitudes toward the caring of children. Of the traditional students 3% of this sample considered child care duties something to be done by someone else. Two percent of this sample considered child care a duty. Twenty-four percent of the traditional students considered child care a pleasant experience and

71% of the typical choosers considered the care of children a fulfilling job. Refer to Table 13.

Child care as a job for someone else was chosen by 6% of the atypical careerists. Ten percent of the atypical sample considered child care a duty. Thirty-six percent felt it a pleasant experience and 47% most fulfilling. Positive attitudes toward child rearing were expressed by 95% of the traditional and 83% of the non-traditional respondents.

TABLE 13

Attitudes Toward Child Care				
	To Be Done By Someone Else	A Duty	Pleasant	Fulfilling
Traditional	3%	2%	24%	71%
Non-traditional	6%	10%	36%	47%

Homemaking Tasks. Questions on homemaking tasks and domestic activities were developed to find out the students attitudes toward these activities. Students who tried to get other people to do the tasks comprised 3% of the traditional sample and 2% of the non-traditional sample. Homemaking tasks and domestic activities were considered a drudgery by 2% of the typical careerist and 5% of the atypical careerist. Forty-nine percent of the traditionalist and 46% of the non-traditionalist felt they were something to be done. Students who enjoyed domestic activities and homemaking tasks comprised 40% of both the traditional and non-traditional respondents. Six percent of both groups found homemaking and domestic activities most fulfilling.

Male Attitudes. The students were asked what they felt the most significant male (Ex. brother, husband, father, boyfriend) in their life

felt about women combining a career and marriage. Twenty percent of the traditional women and 12% of the non-traditional women felt their most significant male viewed career and marriage for a women compatible as long as it didn't impede their own career. The students who felt their most significant male believed women should stay home and not work comprised 3% of the traditional student sample and 7% of the non-traditional sample. Significant males who were predicted to believe that a woman should or could work was chose by 46% of the typical careerist and 35% of the atypical careerist. Thirty-one percent of the traditional students significant males and 45% of the non-traditional students' significant males were predicted to believe that a woman should achieve as high success as a man. See Table 14.

TABLE 14

Attitude of Significant Males
Toward Career and Marriage

Attitude	Traditional	Non-traditional
Compatible as long as own career is not affected	20%	12%
Women should not work	3%	7%
Women could work	46%	34%
Women should attain as high a success as men	31%	45%

CHAPTER V

CONCLUSIONS

Comparison of the two groups of women revealed some significant differences, and also a number of similarities in both composition and attitudes. These will be identified and inferences made as to the significance of each. Reasons for the differences will also be included.

According to Tables 1 and 2, differences can be noted in both age and semester standing. The traditional women tended to be older and more of them were upper classmen as compared to the non-traditional women who were younger, with a majority in the lower division. This composition of the sample may be attributed to the recent attitude change toward the career choices open for women and shows a trend for women to begin to enter male dominated careers. Career choice begins early in life for many women as indicated on Table 6, and the result of attitude changes may just be beginning to emerge at the college level.

The traditional career oriented women had slightly higher grade point averages than their non-traditional counterparts. The difference was minimal and may be attributed to the heavy emphasis of math and science subject matter for the male dominated careers.

Some difference was noted in the educational level of the respondents' fathers. A higher percentage of the fathers of the atypical

career women had graduated from college and had continued into graduate studies. This could have been an influential factor affecting the career choice into a non-traditional female area.

There was little difference in the highest educational attainment of the students mothers, traditional or non-traditional. The mothers were generally high school graduates or had had some post-secondary schooling. These results are typical of the educational attainment of women in the past. Women took secretarial courses in high school or went to a two year secretarial, or nursing school for training after high school. Also, many women in the past attended college only until they were married and then left college to become a housewife and mother.

The non-traditional students did not change their field of study in college to any greater degree than the traditional students. In the review of literature it was noted that the non-traditional students changed from their intended to their desired field of study while in college more often than the traditional student. (Almquist, 1970) This hypothesis was not validated from our survey sample results.

A greater percentage of traditional students indicated they were very dedicated to their career choice, while the non-traditional students were more moderately dedicated. (Table 5) According to Mednick (1973), the non-traditional women were more dedicated toward their career choice. This was not indicated in this study.

The typical careers that were chosen for this study fit the traditional womens' desire to serve and help others. Working with people in the helping professions or not always a very prestigious salary or position demands alot of time and dedication on the part of the female. This may be the reason for the traditional women's greater dedication

toward her career in the study.

A larger percent of the traditional students made their career choice in grammar school. Females have been socialized and stereotyped into certain jobs; nurses, teacher, homemaker starting from infancy. Thus other career possibilities are many times seldom considered by little girls. She sees women in certain roles in her books, television and home. This would be the major reason for the non-traditional student not making her career choice while in grammar school for at that age a male dominated career would not likely be considered by a little girl. She would probably not know these career options existed for her.

A greater percentage of the non-traditional students made their career choice between high school and college. At this time in their life they would be more exposed to career possibilities and more aware of the changing role of women.

The traditional student was more highly influenced by her mother in making her career choice. The reverse was true for the non-traditional student who was more greatly influenced by her father in making her career choice as can be seen in Table 7.

The hypothesis that the traditional women identified with the female stereotype of her mother is clearly indicated from the survey results. Also the theory that women in traditional fields were more highly influenced by others particularly their family rather than themselves can be clearly indicated by the higher percentage of traditional women who were more highly influenced in their career choice by friends, the media, and relatives.

The students who checked other as influencing their career choice were asked to write who or what other influence made them choose their

career choice. The majority of these students wrote that it was their own interest and talents that influenced their career choice. The non-traditional students marked a high percentile for this answer, thus showing their own independence and self-reliance.

The projection of future success in their chosen occupation was slightly higher for the traditional careerist than the non-traditional careerists as can be seen in Table 8. This may be due to a number of possible reasons. There may be a bit of uncertainty for the non-traditional women going into a male dominant profession. Also, it was found in the literature survey that women in atypical careers did not differ in their level of self-esteem and fear of success from those in typical careers. (Patrick, 1973) Women are raised to feel inferior to men in intelligence and ability. Thus, a women going into a male dominant profession competing and performing with her male cohort may feel that she will not be as competent or will not be able to succeed in the male dominant profession.

There was very little to no difference in the students reason for going to college. The majority of the students indicated self-fulfillment as their main reason for going to college. There was only one traditional student who said her reason for going to college was to find a man.

As is illustrated in Table 9, the majority or 69% of the typical careerist's highest educational attainment goal was a master's degree. The greatest number of atypical students or 50% projected their highest educational attainment to be a bachelors degree. It would seem that it would be the "dedicated" careerist or the atypical student who would strive toward a higher degree although this may not be necessarily so in this instance.

The atypical careers such as Pharmacy require five years of schooling for a bachelors; thus, the students who were able to finish the program would be in a high trained, skilled, specialized occupation without a masters. This may also be true for Engineering. The typical careers such as elementary education require a master's by law to continue in this career in many states.

The students projecting a doctorate as their highest educational attainment included 18% of the non-traditional students and 6% of the traditional students. The non-traditional student is thus more likely to have the ego development and confidence to project a doctorate as well as the dedication that is needed for a doctoral degree. A student who plans on having a family may not feel she has the time, freedom or dedication needed for attaining her doctorate.

The theory that traditional women identified with the female stereotype resulting in a lower level of self-esteem was not validated. There was little difference between the typical and atypical ratings on self-esteem, if anything, the typical careerist choice was slightly higher.

The students desire for personal achievement showed little difference between traditional or non-traditional female students, although the traditional student showed a 1% increase over the non-traditional student in ranking themselves very high in personal achievement. This finding does not agree with a study by Angrist (1972) in which it was found that women in atypical careers had a male value orientation, including a need for prestige, high income, and special abilities.

Twelve of the students did not answer the question asking their view on women in administration. Some indicated that it was not

relevant and not a very good question. Similar attitudes toward women administrators were held by both groups.

A prestigious career was significantly more important for the atypical choosers parents than the typical choosers. Although for the entire respondents' parents, a self-fulfilling life and marriage and career were the majority's expectation for their daughters.

There was very little difference between the traditional and non-traditional students plans to marry although 6% of the non-traditional as compared to less than 1% of the traditional never planned to marry.

The students planned number of children was not related to their choice of career. Although it may be pointed out that 13% of the non-traditional students as compared to 8% of the traditional students did not plan on having any children.

A larger percentage of the non-traditional students than traditional students in our study chose a short maternity leave from work after having their children. The traditional women were more likely to stay home with their children for a longer period of time, either when the child entered nursery school or first grade.

In the areas of marriage and a family more of the students choosing typical female careers did fit the traditional mold of choosing marriage, and a family over a career. They also indicated they would spend more time with their children than the non-traditional women before resuming their career.

A considerably larger number (Table 13) of the traditional females found child care most fulfilling than the non-traditional females. There was also a substantially larger percentage of non-traditional females who felt child care was for someone else and a duty.

According to Angrist (1973) the atypical career choosers value their outside job as their source of fulfillment. While the typical career chooser or the traditional women finds her fulfillment in the care of her children. Although the atypical career chooser may find child care a pleasant task it would not be the source of her fulfillment. The finding in this study support those of Angrist.

According to Table 12, 45 percent of the non-traditional women felt the most significant male in their life would believe that a women should attain as high success as a man. Only 31% of the non-traditional women had this view. This would support our hypothesis that the significant men in the non-traditionalist life showed little disparity between their conception of "male" and "female" roles while this was not so for the traditional females most significant male.

Validation of Hypotheses

Of the eight hypotheses stated on page three, only four were validated by the results of the study. These were numbers one, two, four and eight. They will be discussed in this section.

Hypothesis - Women in non-traditional fields are less likely to enjoy domestic activities or rate them of high importance.

Domestic activities include care of children and homemaking duties. There was a more distinct difference relating to the care of children than toward homemaking tasks. Sixteen percent of the women in non-traditional field expressed a negative attitude toward caring for children, as compared to five percent of the traditional women. This difference was also evident when 71% of the traditional considered child care most fulfilling as compared to 47% expressing this feeling toward children

in the non-traditional group. Concerning homemaking tasks, a few more non-traditional women expressed very negative attitudes towards these responsibilities than did the traditionally career oriented women. Considering both activities, the results were in favor of the hypothesis.

Hypothesis - Women in non-traditional careers tend to marry at a later age or not at all and if they marry, tend to have fewer children if any.

This was partially proven correct. The major difference was found with the students who did not plan to marry. Six percent of the non-traditional students as compared to 1% of the traditional students did not plan to marry. The students from both typical and atypical samples who planned to marry were equal in their desired time for marriage.

There was a considerably higher percentile of non-traditional students who did not plan on having children, 13% of the atypical careerists as compared to 8% of the typical careerists. The planned number of children each group desired to have after their decision was made to have children did not differ to any significant percentile.

The students predicted future plans showed a markedly greater number of non-traditional students who planned for a career without marriage. Ten of the non-traditional students in comparison to three of the traditional students planned for careers without marriage. It may also be noted that 8% of the atypical students who planned on having a family and career in comparison to 3% of the typical students felt a strong conflict between the two choices.

The results as stated indicated that the women choosing non-

traditional careers tended to be more career-oriented, with more of them choosing a career over marriage or if indicating a desire to marry, opted for childless marriages, than women in traditional career fields.

Hypothesis - Women in traditional careers are more family-oriented, concerned with a selection of a mate and marriage after college.

This hypothesis is related to the previous one which indicated that more of the traditionally career-oriented women chose marriage over a career, or opted for combining marriage and a career. They were also more family-oriented as shown by the length of time they planned to remain with their children before resuming their careers. Over 70 percent of the traditional women would remain away from their jobs until their youngest child was in first grade. Fewer of the traditional women would take only a short maternity leave from their job (13%) as compared to 23% of the non-traditional women.

Hypothesis - Women in traditional fields believed significant men in their lives held traditional "beliefs" concerning sex role. This was proven to be true.

Only 31% of the traditional students' significant males in comparison to 45% of the non-traditional students' significant male believed that women should achieve as high success as a man. Twenty percent of the traditional women and 12% of the non-traditional women felt their most significant male viewed career and marriage for a women compatible as long as it didn't impede their career. This view would be held "traditional" in putting the women in a subordinate role to the male.

None of the other four hypotheses were validated by the study. In summary, the findings of the study did not indicate that women

women choosing masculine occupations were more dedicated to their career choice, or had a higher level of self-esteem. In fact, the opposite was indicated in that these characteristics were exhibited by the traditional women.

The results did not indicate that women in traditional careers had a high need to help others. This need was shown equally by both groups and the only career motivation difference was larger number of non-traditional women who indicated their main career motivation was the higher income they would receive.

Women in both groups were equally influenced by their parents in their career choice, nulling the hypothesis that women in traditional fields would be more highly influenced by their family. One significant difference was the parent most influencing their career choice. For the traditional women, it was their mothers and for the non-traditional women, the father was most influential.

CHAPTER VI

SUMMARY AND IMPLICATIONS

Some differences were noted between the women pursuing traditional female careers and those women choosing non-traditional female careers. In general, the women choosing the non-typical career were younger, were influenced into choosing this career by their father, were somewhat attracted to the career by the income anticipated, placed little importance upon participation in community activities, were less likely to marry, if they did marry would continue in their career, placed less emphasis upon children and were more negative toward homemaking tasks than their counterparts pursuing typical feminine careers.

The women in traditional fields made their career choice at an earlier age, were influenced by their mothers, were more positive about their chances for success in the career, choose the career because of self-fulfilling qualities, anticipated combining marriage with a career, would return to the career after youngest child was in school, found child care fulfilling, and saw little conflict between marriage and a career.

These differences have implications for career guidance procedures available to young women. School guidance counselors played an insignificant role in influencing the career choices of both groups. The large number of women either changing fields while in college or making career choices after leaving high school, also indicate the need for greater emphasis on career guidance at the college level.

Evidence of sex stereotyping of women into traditionally female roles by friends, family and society is confirmed by the study. The changing of attitudes will evolve slowly and only when this is accomplished will women be free to achieve their full potential.

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APPENDIX A

Letter Accompanying Questionnaire

School of Education
University of Connecticut
Box U-93
Storrs, CT 06268

March 26, 1976

Dear Student:

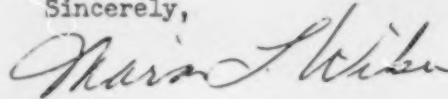
Will you please take a few minutes of your time to complete the enclosed questionnaire and return it to me in the self-addressed envelope by April 15? Your response is important in providing information that may influence future counselling procedures for women at both the secondary and college levels.

You have been chosen to participate in this study through a random selection of undergraduate women enrolled at the University of Connecticut. The purpose of this study is to identify trends and attitudes of college women towards marriage and a career.

Please respond to all the items. Your responses will be kept confidential and in no way will you be identified in the study.

Thank you for your assistance.

Sincerely,



Marian L. Wilson
Assistant Professor
Higher, Technical & Adult Education

MLW:dmp

APPENDIX B
Questionnaire

These questions are important for you to answer in order for us to complete our study. Try to be as thoughtful and complete as possible in your answers. Please check only one answer per question in order to keep the questionnaire valid.

- (1) Major field of study.....
- (2) Semester.....
- (3) Age.....
- (4) Current QPR.....
- (5) Are you Single....., Married....., Divorced....., Widowed.....
Separated or
- (6) What is the highest educational level of your father?
Less than 8th grade....., Grammar School....., High School.....,
Some post-secondary....., College graduate....., Graduate Studies.....
- (7) What is the highest educational level of your mother?
Less than 8th grade....., Grammar School....., High School.....,
Some post-secondary....., College graduate....., Graduate Studies.....
- (8) Since you have enrolled in the University have you changed
your field of study? Yes..... No.....
- (9) How dedicated do you feel toward your chosen field of study?
Very....., Moderately....., Not very....., Not at all.....
- (10) When was your current career choice made?
Grammar school....., Junior High....., Between High School and
College....., College.....
- (11) Who was most influential in your choice of career and/or occupation?
Mother....., Father....., Relatives....., School.....,
Counsellors....., Friend....., Media....., Other (Please Specify).....
- (12) How likely is it that you will be successful in your future occupation?
Very unlikely....., Unlikely....., Fair chance....., Good chance.....,
Excellent chance.....
- (13) What is your most significant reason for pursuing a college education?
Earn more money....., Please parents and significant others.....,
Did not know what else to do....., Find a husband or boy friend.....,
Self fulfillment.....
- (14) Please indicate the highest degree which you anticipate obtaining
in your lifetime? Less than bachelors....., Bachelors.....,
Masters....., Doctorate.....
- (15) If you were to rate yourself on a continuum of self-esteem, where would
you place yourself? Very low....., Moderate....., Good.....,
Very high.....

- (16) How strong is your desire for personal achievement?
Low....., Fair....., Moderate....., High....., Very high.....
- (17) How do you view women in administrative positions?
Domineering....., Non-feminine....., Haven't thought about it.....,
Someone to admire.....
- (18) Which of the following would be most applicable to the pursuit
of a full-time career?
Means of self-fulfillment....., Means to earn higher income.....,
Means to socially meet males....., Means to help humanity.....
- (19) What importance do you place on participation in community, church
or other social organizations?
None....., Very little....., Some....., Good amount....., Very high.....
- (20) Which of the following do you feel are your parents main expectation
for your achievement?
Marriage....., Prestigious career....., Traditional career.....,
Continuing educational advancement....., Self-fulfilling life.....,
Marriage and career....., None of the above.....
- (21) When do you feel would be the best time for you to marry?
Probably never....., Am presently married....., During college.....,
Right after college....., 5 years or more after college.....
- (22) Do your future plans include: Career only.....(no marriage plans),
Marriage only.....(no career emphasis), Marriage & career.....
- (23) If your future plans include a family and career, do you feel any
conflict between a desire for a family and career?
Yes I feel a strong conflict....., Yes, I feel some conflict.....,
No, I want both but I feel no conflict....., Haven't thought about
it.....
- (24) If you plan to marry how many children do you plan to have?
None....., One....., Two....., Three....., Four....., More than four.....
- (25) How soon after the birth of your children do you plan to pursue or
continue a full time job? If applicable check one.
When youngest enters nursery school....., When youngest enters
first grade....., When youngest enters high school....., Short
maternity leave from job....., Do not plan to work.....
- (26) Check one answer that most fits your attitude toward child care
responsibility? Something to be done by someone else.....,
Duty....., Somewhat pleasant....., Find it most fulfilling.....
- (27) What is your attitude toward your homemaking tasks and domestic
activities? Try to get others to do them....., Drudgery.....,
Something to be done....., Enjoy them....., Find them most fulfilling.....

- (28) What is the attitude of the most significant male in your life toward career and marriage? (ex., Husband, Boyfriend, Father, Brother, etc.) Check one.
- View career and marriage as compatible as long as it doesn't impede their career.....
- Believe a woman should stay at home.....
- Believe a woman should or could work.....
- Believe a woman should attain as high success as man.....